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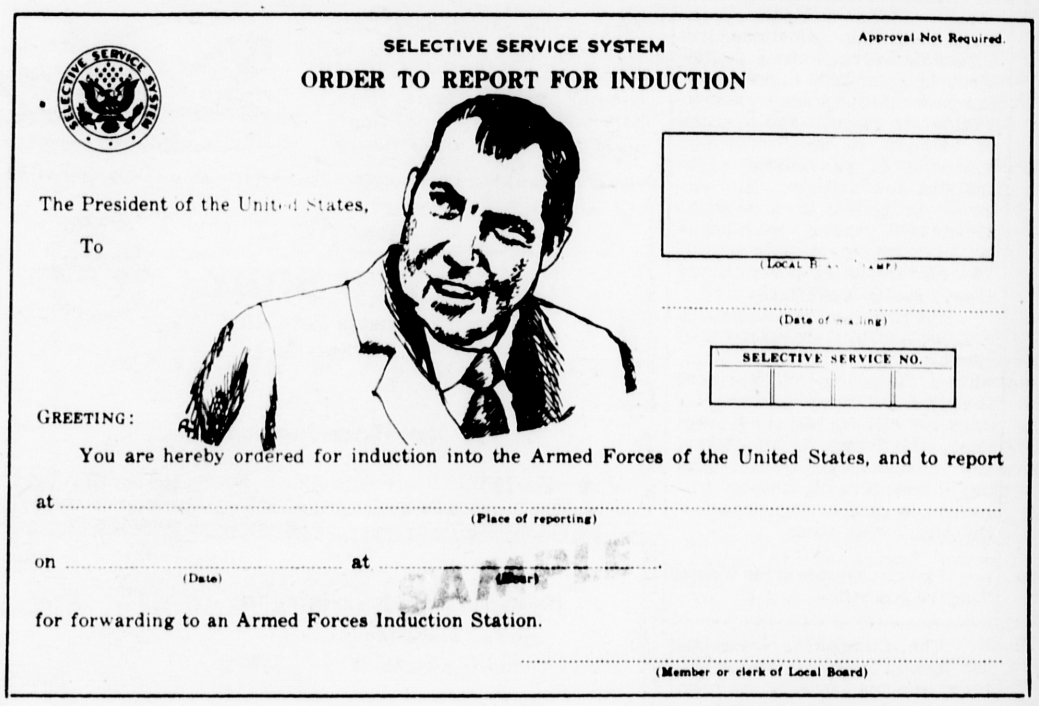

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To

(Local Board Stamp)

(Date of mailing)

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GREETING:

You are hereby ordered for induction into the Armed Forces of the United States, and to report

at .....
(Place of reporting)

on ..... (Date) at ..... (Hour)

for forwarding to an Armed Forces Induction Station.

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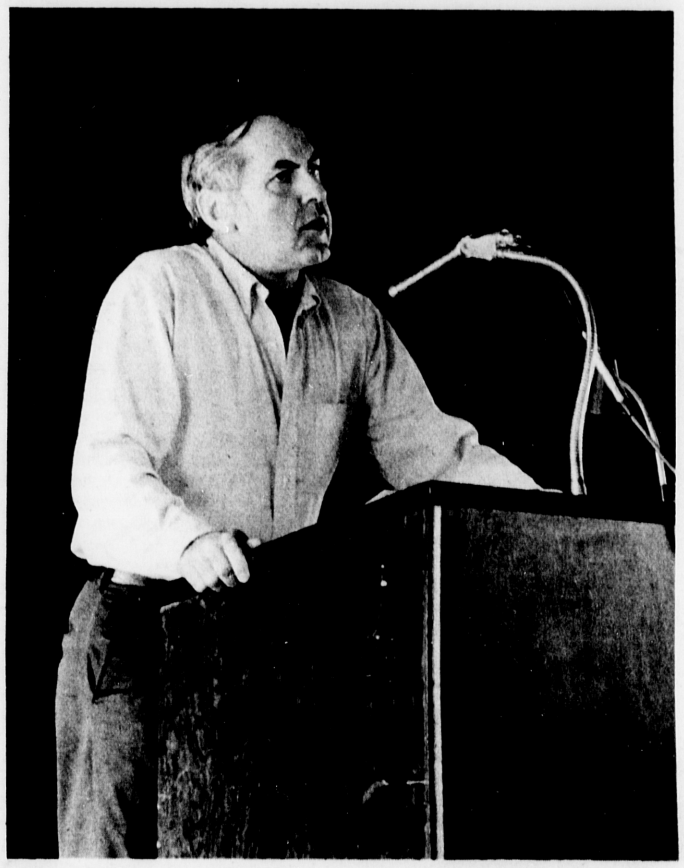
(Member or clerk of Local Board)



Faculty Votes to Abolish Curriculum Committee

The faculty voted at its January meeting last Monday to abolish the Curriculum Committee and simplify the procedure for getting new courses approved. The measure is generally considered to be an attempt to eliminate some of the involved procedures required for getting a new course approved.

After a lengthy and involved debate, the faculty agreed to allow the Education Policy Committee and the newly created Curriculum Subcommittee to decide on course proposals.

The Curriculum Subcommittee, composed of the Dean of the Faculty, two students and two faculty members, will be the final judge of all course proposals except those that involve questions of financial commitments, teaching staff, or a change in the number of departmental offerings, or if the subcommittee votes negatively or ties on a course proposal. In all such cases, the course proposals will go to the EPC, with another possibility of appeal to the general faculty at its monthly meeting.

Also discussed at the meeting was a proposal to allow seniors to take more than four courses without the usual charge of $300, other than to make up for previous course failures, and to let seniors with extra credits take less than four courses.

At the December Faculty Meeting the faculty rejected a move to ban the use of tape recorders from classes except for reasons of "physical disability or pedagogical purposes" with previous permission from the instructor and the Dean of Students. The proposal came from the Faculty Council.

Board Adopts Plan for Young Trustees

Substantial changes in the By-Laws of the corporation dealing with Trustee membership and Committee structure were voted by the Board of Trustees at its winter term meeting held in Middlebury, January 9. One of the major changes adopted by the Trustees is a provision endorsed by the Alumni Council for two additional Alumni Trustees elected by the Board upon nomination from members of the graduating class and the two most recently graduated classes. These new Trustees, one man and one woman, will serve two-year terms The first to serve will be elected at the

Continued on page 8

At 4:30 p.m. on Thursday, January 14, William Meredith, poet and Staff member at the Bread Loaf Writers' Conference, will read from and comment about, his poetry. The reading, which is open to interested members of the community, will take place in the lounge on the top floor of Munroe Hall at Middlebury College. Mr. Meredith, in addition to being on the staff of Middlebury College's Bread Loaf Writers' Conference, has taught at the Bread Loaf School of English. He presently teaches at Connecticut College and for several summers he directed an Upward Bound Program in New London. His books of poetry are "Love Letter from an Impossible Land," "Ships and Other Figures," "The Open Sea and Other Poems","The Wreck of the Thresher and Other Poems", and "Earth Walk: New and Selected Poems." He has translated the poems of Apollinaire and has edited an edition of Shelley.

Conference explores "Media Bombardment"

The Middlebury Conference for 1971, March 10-12, will not be like conferences of the past few years. Paul Lehman, Chairman of the Conference, reports that the conference will merit greater attention from the college community.

Taking the format of past conferences as obsolete, Lehman plans to approach the 1971 Conference as an experience which should further involvement - a direction towards a totality of experience, a three-day immersion into the contemporary revolution in mass media.

Lehman notes: "We are barraged with media everyday, all year and probably throughout the rest of life. The Conference this year is a response to that explosion in media - an attempt to expose ourselves to new directions in media culture."

The Conference is designed to define what is happening today - to look at media and possibly see a reflection of twentieth century life. The media explosion is penetrating all forms of artistic expression. As Elenore Lester writes in The New York Times: "Do the streets belong to the people? Abbie Hoffman knows better-the people are home watching TV."

Lehman has changed the entire structure of the Conference, far away from the deadening pace of the typical lecture-audience situations. The Conference will strive to involve all the senses, each student's intellectual capacities in the development of media. The Conference will show media as a significant and influential force in our lives.

The approach is almost entirely non-verbal; the Conference is performance-oriented with one major speaker at the end to give some form of over-view.

The Conference seeks to explore the "media bombardment" and, according to Lehman: "We are not attempting to say anything. We want people to experience and respond to the important aspects of contemporary media work. We want people to gain some intrinsic understanding of our relation to the media explosion."

The Conference seeks to explore the sociological and psychological implications of media. The Conference wants to discover how we are manipulated by media.

As Lehman notes: "Why media? Because it's so everpresent... We pose the questions: How can it be shown as stimulating? Are we being manipulated? If so, how are we being manipulated? Does the medium communicate?"

"Our approach is three-fold: 1. Esposition; 2. An experience through workshops to become involved in the creative experience before it happens, as it happens, after it happens. 3. From this, some implicit understanding of the process and its ends."

The main part of the Conference covers the film medium. The Conference will offer a total immersion for three days into all types of films from documentary to animation - thirty-six hours of free films, twelve hours a day. The film work is concerned with the focus of the medium and is totally non-representational.

Tentatively planned for the Conference is a unique series of three film programs, "a panoramic presentation of the latest achievements in creative cinema," the Kinetic Art from Universal Education and visual arts.

The Kinetic Art received enthusiastic acclaim after its World Premiere in July 1968 at New York City's Lincoln Center for the Performing Arts in Philharmonic Hall.

Vincent Canby of The New York Times writes: "Artists and poets fit into the short-film genre much more easily than would-be novelists. I hope that the series will persuade the good short-film directors to stay where they are, and other artists, whose dreams are too cryptic and too-well-kinetic for art forms, to get into the field."

Also planned is a presentation of "Cellar Door Cinema Films," films made by children.

The Conference will also present "The Bread and Puppet Theater" to explore the new directions of the theater. According to Peter Schumann, the director of Bread and Puppet, the theater is of "action rather than of dialogue." And likewise the 1971 Conference is of "action rather than of dialogue." One reviewer comments: "Schumann's theater shows gods, monsters, animals, the dead, mir-

Continued on page 2

"Media Bombardment"

acles, and magic..."

The Conference will be a form of "media bombardment" with events going on concurrently. The approach is revolutionary compared with the Conferences of past years. The Conference will be a personal experience. The issues are contemporary and indicative of our future attraction to the mass media.

The organizers of the Conference hope the events can be taken as a totality and as a personal commitment. According to Lehman: "Lectures are obsolete. We want to explore the legitimacy and success of media on an abstact plane. We want to produce at the end a final statement of the organic nature of this bombardment."

At a College Council Meeting in December, Dean O'Brien said that he felt the $2000 allocated to the Middlebury College Conference should be used elsewhere in next year's budget. Because of increased student activities in many areas, the Conference is not the important cultural event which it used to be, and attendance has been poor in recent years.

Considering the comments of Dean O'Brien, it seems as if the Conference must prove itself to be of some merit or become obsolete as a Middlebury institution.

Lehman admits that the Conferences of past years have been dull and monotonous. But the 1971 Conference seeks to add more action and less talk. The program calls for entertainment as well as a greater exposure to new and purposeful ideas. The Conference, as Lehman concludes, "will be directed towards a totality of experience, a three-day immersion to see if there is some way we might sort out this media mess."

The Conference will move into group dynamics and a theater workshop, again employing a totally non-verbal approach. Professor Todd of the Music Department and Peter Hamlin '73, will offer demonstrations of their experiments with new musical instruments.

Hopefully, Steve Reich, a noted avant-garde composer, will give demonstrations of his tapework. Also, a program consultant from "Sesame Street" may come to the Conference to explain the educational and learning aspects of television. The Vermont Educational television network plans to give an exhibit of new television techniques.

In the field of multi-media, the Conference hopes to attract a representative from the Automation House in New York City to explore the levels of audience reaction towards the media. Is Abbie Hoffman, for instance, correct in assuming that the streets do not belong to the people, because the people are home watching TV?

And finally the Conference will address the commercial aspects of the "graphics" or commercial posters. By walling the entire dining room with posters, the Conference will attempt to prove how great the poster medium is part of our lives.

Winter Term Distribution

About 13 percent of the students at Middlebury opted to take independent projects or internships during winter term. The rest of the student body, according to the Registrar, was divided into 66 courses of enrollments that vary from one to 112.

84 internship projects were approved by the Curriculum Committee. Approximately 25 percent of these projects involve teaching or other education-oriented positions, many in nearby schools and Headstart centers. Outside of that, internships ranged from being on Governor Deane Davis' staff to working for the Prisoner of War Liaison Committee in Paris. Most of the projects centered around the northeastern part of the country, but a few students are working in places like London, Saudi Arabia, and in one instance, on a kibbutz in Israel.

120 Independant projects were approved by the Curriculum Committee, and about 160 students are working on Senior projects and theses. The independent projects range from Creative Writing, oil painting and photography to radio production and "Infrared and Nuclear Magnetic Resonance Spectroscopic Studies of Variably Hydrated Metal Nitrates."

Of the courses offered in the Winter Term Catalogue, the Geography Department's "The Ingredients of Climatic Change" (112 students), and an interdepartmental course, "Literature of Childhood" (104 students) were the most popular. 12 courses have enrollments of five or less students. More than half of the courses have enrollments of less than 20 students. 11 courses have over 90 students.

The well known international mime, Paige Edwards, will perform at Middlebury College, 8:15 p.m. Saturday, Jan. 16, at Wright Theatre. Open to the public, the program is sponsored by the Middlebury English and Drama Department.

Mr. Edwards, who turned to mime in 1965 after 20 years as dancer, director and actor on Broadway, in touring companies, summer stock, repertory, radio and television, has appeared internationally in theatre, bistros, night clubs and on campuses throughout the country. During his campus appearances he lectures on the history and technique of pantomime while applying his makeup. His material is timed to a musical background ranging from popular classics to rock and roll. The characters he portrays are always easily identifiable.

His program at Middlebury will include 16 sketches and will take about 85 minutes to perform, with a 20-minute intermission. Some of the most famous routines he will do include a jewel thief, the typist, a hitchhiker, one man's circus, scenes from the silent screen, fencing lesson, ballet, and an ingenious routine with a hula hoop.

Tickets, on sale at the Wright Theatre box office, are $1.

The Campus is interested in finding someone to pre-review movies coming to town. The reviewer will receive two free tickets to a movie of his choice for each review. If interested, drop a note to The Campus, Box c 798.

The following petition is currently being circulated around the campus. Anyone interested in signing it should contact Norman G.O.Pereira of the History Department in Munroe 306 (tel. 4500):

His Excellency Governor Ronald Reagan of California:

We the undersigned members of the Middlebury College community urge you to dismiss the contrived charges against Angela Davis, free her from further political harassment and allow her to return to her professional duties as an Instructor in Philosophy at U.C.L.A.

As Americans we are even more affected by the violation of Miss Davis' civil liberties than by the recent political trials of the Basque nationalists and the Leningrad Jews.

America must be free of political show trials!

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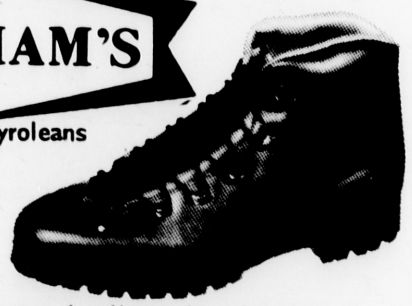
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"Greeting": Selective Service Reforms Try to Soft-sell Draft

by Howard Birchman

"Today all across our country we face a crisis of confidence. Nowhere is it more acute than among our young people. They recognize the draft as an infringement on their liberty -- which it is. To them, it represents a government insensitive to their rights -- a government callous to their status as free men. They ask for justice -- and they deserve it."
-Richard M.Nixon:Oct, 17,1968

"Fairness must be sought in the relationship between what an individual has that the nation needs at any particular time. Fairness, as a common denominator to the individual desires of each person does not exist."
-Lewis Hershey: "A Fact Sheet on Selective Service."

"I believe that we must convince the public and the media that their trust in us is complete."
-Curtis Tarr: Selective Service News October, 1970

In the past year, the Selective Service System has undergone extensive reform. The purpose of the reforms is to reduce the level of inequity to an "acceptable" level. The old draft under the leadership of Gen. Hershey was an easy target for anti-draft groups. Nixon and Laird have stated that the draft cannot be ended until the level of combat forces in Indochina is drastically reduced. The reforms were instituted so that the draft could continue to supply the manpower necessary for the Indochina war without being destroyed by the protest movement.

Perhaps the most noticeable change in the draft has been the change of leadership. Hard-nosed Hershey gained infamy with such lines as: "There is a time and a place for the judicial process, time-consuming though it may be, but it must not stay the hand of the peace officer... nor can it interfere with the operation of the Armed Forces." SS News October 1966. Curtis Tarr the new director of Selective Service believes in the soft-sell. "There can be nothing more disarming," says Tarr in the October Selective Service News, "than a warm handshake or a friendly greeting." His goal is to avoid the controversy engendered by Hershey and secure public "trust" in the Selective Service System.

Tarr has extended his "greeting" to draft counseling groups. Timothy Kelly, Ensign in U.S. Navy. has been appointed as a liaison between Selective Service and draft counseling. He offers to listen to criticism from legitimate organizations and has extended free subscriptions of Selective Service News, the official newsletter to counselors. The objective is to get the draft counselors and the system to work together. With the help of counselors, SS will publish new brochures to replace the illegitimate draft counseling materials.

Under the Hershey regime, draft counselors provided the sole source of draft information. Because of this, the draft counseling movement is a curious assortment of liberals and radicals all providing similar information. The goal of the liberals was to merely disperse information and to provide "in the system" escapes from the draft. The radicals sought to stop men from being drafted at any cost necessary. Now the SS wishes to combine with the counselors as an information giver. Tarr's "warm handshake" may be accepted by the liberal counselors but most radicals claim that they will never be co-opted by selective service. No matter how friendly the new system may be, it is still providing the necessary manpower for the war in Indochina. The radicals will never cooperate with this. The danger that may result from the friendly attitude is the splitting of the draft counselors into two separate groups. SS clearly sees this and the "friendly greeting" is probably an attempt to divide the most devoted of the anti-draft groups.

Selective Service has drastically changed the attitude towards deferments that was held by its predecessor. In "A Fact Sheet on Selective Service" Gen. Hershey discussed the "three basic responsibilities" of SS:

1) To provide the Armed Forces with the number of men they need when they want them.

2) While doing this, to cause as little disturbance as possible in the civilian economy.

3) To guide deferments into areas considered to be in the national interest by competent authority.

The third "responsibility" was non-military. Selective Service used the threat of the army to force men into fields that were in the "national interest." Gen. Hershey justified this by the fact that ""personal interest' comes after 'national interest'". This "guiding" process was called "channeling" and was further explained by the "channeling" memo prepared by SS:

Continued on page 4

"No draft can be fair. It does not work fairly, and given the facts of American life, it just can't." -- Richard M. Nixon during 1968 election campaign

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"Greeting": Soft-sell continued

Continued from page 3

"The psychology of granting wide choice under pressure to take action is the American or indirect way of achieving what is done by direction in foreign countries where choice is not permitted. Here the choice is limited but not denied."

In an effort to make the draft more palatable, Selective Service 2 has cleaned itself of the "channeling" function by removing the deferments that were the backbone of it. On April 23, 1970, the President declared that occupational, agricultural, and fatherhood deferments were no longer in the "national interest." On the same day he also asked Congress to remove the student deferment for the same reason as the others. The deferments provided an escape from the army but the draft was still controlling what men did with their lives while they were deferred.

Selective Service 1 would constantly check up on men to determine whether they were still eligible for their deferments. If a local board felt that a registrant was not preforming well, it would strip him of his deferment. Under the old system a board could classify a man that refused to follow regulations "delinquent" and draft him before all others. This procedure was frequently used against radical students and it resulted in many men losing their deferments because of unpatriotic sentiments. This policy was ruled unconstitutional by the Supreme Court only last winter.

Another area in which the new draft differs from the old is uncertainty. In "A Fact Paper on Selective Service," Gen. Hershey describes how SSl treated uncertainty: "Uncertainty can be eliminated by any registrant at any time at either a military recruiting office or by volunteering for immediate delivery through the Selective Service System." Sounds like the proverbial frying pan into the fire doesn't it? SS 2 has introduced another way to reduce uncertainty. After men have served their period of prime eligibility under the lottery without being drafted, they can be fairly sure of a life free from the draft. Those men that receive poor "random selection" numbers can be fairly certain that they had better find another option.

Removing the uncertainty is very beneficial to SS 2. Under SS 1 when no one could be sure of their status, very few men could afford to be apathetic about the draft. Now that large numbers of men can be fairly certain that they will not be drafted there is a strong possibility that they will no longer be concerned with the Selective Service System. By the use of the lottery, SS 2 has attempted to divide its registrants into two groups: one concerned and one indifferent.

SS 2 is also taking protective measures to guard against violent attacks by anit-draft groups. Several states are experimenting with alarm systems at local boards. Contrary to the press releases, destructive attacks on local boards do seriously hamper the operation of the system. "Reconstruct teams" are sent to local boards that have been vandalised, to aid them in resuming normal operations as soon as possible. There are also new measures against non-violent attacks. Under the old regulations the local boards were forced to place in a registrant's file any matter that he thought was relevant to his case. Large numbers of people sent bulky objects or wrote daily medical reports to their boards. Clerks had to file all of these items. Local Board Memorandum 115 issued on Sept. 30, 1970, allows clerks to discard materials in registrants' files which are "clearly frivolous, or intended only to harass."

"The issue regarding students is not whether they should or should not be drafted. There is not room in the Armed Forces for all of them, so mathematically they cannot all be taken." --Gen. Lewis Hershey

Another big change in Selective Service is in its attitude towards conscientious objection. Instead of discouraging this option, it will be greatly publicized. A special office of CO affairs is planned at National Headquarters. Recommendations have been made on how to help CO job applicants find acceptable alternative service assignments. Nothing, however, has been sent out to encourage the local boards to classify more men as conscientious objectors. Instead, the Local Board Memorandum that required boards to give applicants a pre-classification "courtesy hearing" has been rescinded. This means that applicants will only get one chance to present their CO claim before the board in person instead of two: SS 2's open mindedness towards CO's is doing little to help men receive that classification.

The system of deferments under SS 1 produced alarge number of men that were not "available" for military service because of their "deferred" status. Those men declared "available" by the draft would still be found "unacceptable" by the army. 41.2 percent of all "available" men are "unacceptable." With larger numbers of men no longer receiving deferments, it is likely that this figure will rise considerably.

The standards for "unacceptability" are set by the army itself and have not been reformed along with the draft. Fitness to serve is determined at the "preinduction physical" which is held at the Armed Forces Entrance and Examining Stations (AFEES). Men can be declared unfit for three basic reasons: mental, moral, or physical.

To be morally unfit means that the registrant must have committed a crime that is ranked as a felony or a string of misdemeanors. The army is not interested in previously trained killers.

Mental unfitness is probably the easiest to obtain. A directive of July 22, 1969 to the AFEES centers stated: "examinees undergoing active psychotherapy should be temporarily disqualified if improvement is expected, or permanently disqualified if no improvement is expected." That means that if you are seeing a shrink, they don't want you. Incidentally, bedwetting disqualifies you from military service. All you have to do is to convince your doctor that you have this condition (who would lie about it?). If your doctor believes you, the army won't investigate (only Foley's knows for sure).

Physical deferments are given for a wide variety of reasons. The list takes up many pages and any draft counselor can show it to you. Anything that restricts activity in any way may be potential deferment. A few of the more curious ones are:

"Tattoos on any part of the body which in the opinion of the examining physician are obscene or so extensive on exposed areas as to be considered unsightly."

"Any other chronic skin disorder...(which) is so disfiguring as to make the individual objectionable in ordinary social relationships."

Under or overweight (see table)

Orthodontic appliances

With the possible exception of the second all of the above disqualifications can make any man "unacceptable" to the army.

There are a few guidelines that should be followed by any individual who wishes to be considered unfit. The first is that all claims must be documented by letters from doctors. These letters should thoroughly describe the condition, state how it is inhibitory, and if possible, include a prognosis on how the condition will worsen when exposed to the military. The more letters from different doctors—the better. Two or three copies of each letter should be made and taken to the physical. At the physical, make sure that the doctors read the letters and argue with them until they claim that you are unacceptable. It is preferable not to pass the physical because it is an extremely difficult judgement to appeal. SS 2 can be escaped.

Despite its claims to be equitable, the new Selective Service system still preforms the same function -- it forces men without their consent to participate in the military. The reforms have been instituted to reduce draft opposition so that it could continue its role as the supplier of military manpower. As Senator Hatfield has stated, "Peacetime conscription is essential to the President's self-proclaimed, singular ability to involve our country in war by administrative degree. The draft allows him to bypass and nullify the constitutionally defined role of Congress to declare war."

Nixon needs us, the draft age males, in order to continue his policy of war in Southeast Asia. His new draft was just another move to co-opt the country to passively agree. "Vietnamization" was designed to bring the number of American combat deaths to an "acceptable" level. The new draft is designed to bring the injustice of the selective Service system to an "acceptable" level. There is no such level. The only acceptable solution is no war and no draft. As Bertrand Russell stated in his final address to the International War Crimes Tribunal; "Despite technological innovation, the Pentagon must rely ultimately on its

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Reich's "The Greening of A Good Analysis but Poor Rev

"The Greening of America" by Charles A.Reich (Random House, New York: 1970) 395 pages.

by Peter Adams

Charles Reich wants to be the Karl Marx of "The Coming American Revolution" (the title of his second chapter.) "The Greening of America" is a remarkable volume containing both Reich's Das Kapital--his analysis of the American corporate state, and his Communist Manifesto or call to revolution.

Reich's analysis of America is provocative, but his ideas about a new American revolution sound like something Timothy Leary might have said a few years ago about revolution through renewed spiritual awareness to be achieved by turning everybody on to LSD. Reich, reiterating this idea of changing people's "heads" as a way to forge a political revolution, sounds naive and outdated. Unfortunately, Reich wastes the second two hundred pages of this book with such nonsense. So much for Reich's Manifesto.

Reich's analysis of American Corporate State is another matter.

Reich catalogues America's ills: disorder, corruption, hypocrisy, war, poverty, disordered priorities, law making by private power, uncontrolled technology and the destruction of environment, decline of democracy and liberty, powerlessness, artificial work and culture, absence of community, loss of self.

He singles out the cause:

"The true definition of the American crisis would say this; we no longer understand the system under which we live, hence the structure has become obsolete and we have become powerless; in turn the system has been permitted to assume unchallenged power to dominate our lives and now rumbles along, unguided and therefore indifferent to human end."

Reich defines the reality of the system, the corporate state:

"The American corporate state today can be thought of as a single vast corporation, with every person as an involuntary member or employee. It consists primarily of large industrial organizations, plus non profit institutions such as foundations and the educational system, all related to the whole as a business corporation. Government coordinates is and provides a variety of needed services. The corporate state is a complete reversal of the American ideal and plan. The state, and not the market of the people or any abstract economic laws, determines what shall be produced, what shall be consumed, and how it shall be allocated...Jobs and occupations in the society are so rigidly defined and controlled, and arranged in a hierachy of rewards, status and authority. An individual can move from one position to another, but he gains little freedom thereby, for in each position he is subject to conditions imposed upon it; individuals have no protected area of liberty, privacy or individual sovereignty beyond the reach of the state. The state is subject neither to democratic controls, constitutional limits or legal regulation. Instead the organizations in the corporate state are motivated primarily by the demands of technology and their own internal structure."

Reich explains our illusions about the corporate state:

"Today most Americans are not conscious of the realities of their society. One segment of American society, Consciousness I, remains at the level of consciousness that was formed when we were a land of small villages and individual opportunity. Consciousness I cannot accept the reality of an interdependent society that requires collective society. Consciousness II is different, but no better; it understands the realities of organization life, but does not see that organizations and their policies are, by themselves, inhuman. Consciousness II supports the corporate state and seeks happiness in its artificial rewards, mistakenly believing that such a state is necessary and rational in this industrial age."

It is up to the members of Consciousness III, the students, flower children, hippies, freaks and other substrata of the Now generation to educate members of the other consciousness to the realities of the corporate state, but wait-this is unnecessary-the corporate state has the seeds of its own destruction within itself!

"The corporate state depends upon two human elements: a willing worker and a willing

THE CAMPUS

Opinions expressed do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

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conscripts, just as every imperial power has depended on innocent men, acting out of fear, habitual conformity, and total ignorance, to enact the slaughter of an agressive war."

imum rdless age)	Maximum	
	16-20 years	21-24 years
100	163	173
102	171	176
103	174	178
104	178	182
105	183	184
106	187	190
107	191	196
111	196	201
115	202	207
119	208	213
123	214	219
127	219	224
131	225	231
135	231	239
139	237	246
143	243	253
147	248	260
151	254	267
153	260	275
159	266	281
166	273	288

merica": volution

consumer. These are the two vulnerable spots. The state works hard to keep the worker consumer contented. But this is the contradiction under which it works; the overly persuaded consumer may no longer be a willing worker. To have consumers for its constantly increasing flow of products, the corporate state must have individuals who are ever more self-denying, self disciplined and narrowly confined. In theory they are supposed to enjoy the pleasure of consumption. But the theory is all wrong...Once a man has been sold on skiing, boating, foreign travel, gourmet cooking, and the pleasures of status, he can no longer believe in his work. The factory worker looks up from his conveyor belt, the lawyer looks up from his books and both see crisp, sparkling snow and secluded beaches; they are likely to lose, not gain enthusiasm for their work... Thus, there is a great subversive revolutionary force loose in America, manufactured with all the famous efficiency of the corporate state. This worker dissatisfaction is paralleled by consumer dissatisfaction. "Consumer dissatisfaction is caused by advertising--products from cars to cosmetics are subtly and often blatantly advertised by creating a desire for sex, status or excitement--the product purchased cannot possibly satisfy a person's need for any of these. The object is purchased, but the purchaser is still unsatisfied, he becomes chronically unsatisfied--no amount of goods or services will provide him with the needs advertisements have stimulated. The corporate state produces both consumer and worker alienation."

Reich's analysis of the American Corporate State is not without its flaws, but most of his points are well taken; nothing here is new, but Reich provides a worthwhile synthesis of many of the salient points of other works (many of which he gives credit to), Galbraith "The New Industrial State," Polyani "The Great Transformation," Ellu "The Technological Society," Marcuse, "One Dimentional Man"; William Whyte, "The Organization Man," E.J. Mishan, "The Costs of Economic Growth," Peter Drucker, "The Age of Discontinuity," and the works of Marx. If you have read or plan to read all of these, don't read The Greening of America; if not I highly recommend that you do.

Bread and Puppet Theatre: Recovering a Child's Awareness

by John Bell

One of the members of Peter Schumann's Bread and Puppet Theatre, which last Saturday night presented "The Christmas Story" in McCullough Gym, said "our best audiences are children-they laugh and boo and clap and yell-they're great." In a sense, it is necessary to maintain or attempt to recover a child's awareness of everything around while watching the Bread and Puppet Theatre, because Schumann's Theatre speaks to the audience as children who have not yet had their senses and imaginations channelled into the appropriate patterns. For post-children, it is a call to utilize those senses again.

The Bread and Puppet Theatre uses a variety of places and menas for its production The result is an opening of the theatrical conception of the production's progress and story. There are unactive theatrical agents -- wall hangings depicting characters and situations of the play, the backdrop around which most of the action centers, and a panorama handcranked by narrator Schumann. There are active theatrical agents, the puppets; a chorus of smaller than human hand puppets atop the backdrop, the human-sized puppets (players in masks), and a larger than human puppet, an angel (in other productions there are usually more of this size.)

The action of the play is at one point focused on the hand puppets, within the space of a few square feet. At another point, the whole room becomes the setting of a night sky or a desert. The playing area alternately expands and contracts, from the size of the hand to the size of the building as the active and inactive of every size meet.

The association of puppets with theatre for children is inescapable, but not unappreciated. At one point, we call for King Herod much as we did for Grandfather Clock on Captain Kangaroo. The Bread and Puppet Theatre brings back mysterious memories of Punch and Judy and old childrens' T.V.shows.

Then, at other times, the play becomes ritualistic with ceremony and group chants. Movement and gesture become terribly important. As Schumann states, "the action is reduced to the simplest dance-like and specialized gestures." In "The Christmas Story," Mary is first shown with mask, white robe, and two large wooden praying hands in front of her. The robe then covers the hands -- it is the Immaculate Conception. The action takes only seconds, but is extremely powerful.

Schumann created the Bread and Puppet Theatre almost ten years ago. Presently, the theatre lives and works on a farm outside Plainfield, given to Schumann by Goddard College. Other companies of the theatre exist around the country and in Europe. All of the players are young, and of the ones I talked with, the longest any had been with Schumann was six months.

The company makes practically everything it uses for costumes and props. Technically, Schumann is primitive. He makes the audience realize how much can be done with "basic" materials. In lighting "The Christmas Story," for example, the company uses two stands of sunlamp-size clamp-on fixtures, flashlights and a kerosene lamp. There is one colored light, and no dimmers. The lights are either on or off. The results are often more effective than those produced by the traditional theatre lighting complexes.

Besides making their own masks, puppets and costumes, the members of the company create some of their instruments. Schumann used both a homemade glockenspiel and a piece of plastic tubing (whirled around the head) to supply sounds for the play. The simplicity of everything in the production is overwhelming.

The play itself is told in a straightforward and beautiful manner. Mary and Joseph are rejected by the Bethlehem hand-puppet chorus ("Get a haircut."), and King Herod is an evil despot, but Schumann does not make his play an allegory for the present: it is not counterculture vs. silent majority, Nixon presiding. The play is in touch with the present (Mary and Joseph take "Route 1" to Bethlehem), but it does not hit us over the head with the problems of 1971 America.

Last semester saw both the presentation of "The Last Analysis" and the occurance of the media show in Bill Harris' dome. The Bread and Puppet Theatre is more akin to the latter -- the meaning of the play the Bread and Puppet Theatre presents is not so much in the story as in the way it is presented.

Bellow's play, like most drama, aims for the intellect; first people complicate their relationship with themselves and each other in front of the audience; it is the theatre of the brain. Schumann's theatre, on the other hand, uses objects, symbols, light, sound and music to create and understanding with the audience. "(Puppets and masks) don't teach problems, but they scream and dance and hit each other on the head and display life in its clearest terms," writes Schumann. The Bread and Puppet Theatre treats the senses first; it is theatre of the body, of the eye and ear and then the brain.

At the same time, the Bread and Puppet Theatre does not center on an intricate electronic system, as did the dome show. Schumann's theatre is necessarily uncomplicated in its use of different media.

Bread and Puppet Theatre is un-slick, un-polished and unprofessional. It suggests to the viewer the possibilities of symplicity, utilization of basic materials, objects, ritual, and variable space in communication of life from one set of minds through the senses to another set of minds.

The eight players of the Bread and Puppet Theatre were paid a total of $250 for their appearance at Middlebury, which is well on the way towards a poor theatre. However, their performance was just as worthwhile, if not moreso, as the performance of a group at, say, Winter Carnival. The latter, however, will be paid a few thousand dollars more.

LETTERS TO THE EDITOR

To the Editor:

With tongue in cheek and pen in hand, I must here and now proclaim my opposition to the opposition, AND my opposition to the opposition!! Both Messrs. Early and Rymsha have been slugging it out for the past several weeks on the issues which undoubtedly enthrall both "liberal" and "conservative" alike. Now let a "moderate" take the floor momentarily. (That's probably as long as I'll ever have to put a word in edgewise.)

First, with all the facts and farce floating about in both gentlemen's articles, allow me to make a few comments. The "farces" were quickly picked out and both gentlemen rapidly proceeded to disseminate them, yet ignoring the crux of the matter, the facts. Mr. Early nobly condemns the outside pressure in Viet-Nam, yet fails to notice that there are two sides to a vise. And Mr. Rymsha gallantly maintains that Viet-Nam was originally three loosely-organized sections, yet refuses to see (or just does not care to see) that Ho Chi Minh's communism was nothing more or less than a home-grown variety, strongly nationalistic, with the purpose of maintaining ONE Viet-Nam, kowtowing neither to China nor Russia nor the United States, accepting aid from all (as Zambia did recently with China's offer of railroad building), pleasantly smiling at all the people involved, keeping the peace, and going no further than that.

A further criticism is one of style. Mr. Early seems to have a well-developed social sense, perhaps too much so, so that everything is social injustice, black and white, good and bad. Unfortunately, there is too much grey area to allow for simplification to good guys and bad-guys, and I find the whole business becomes one of difficulty in trying to assess simply and clearly something we are right on top of historically. Look at Pearl Harbor 29 years ago, and tell me that the blame for the poor defense readiness is settled. It isn't, and I don't see that Mr. Early has demonstrated the perspicacity to determine the fault in Viet-Nam clearly through his arguments.

And Mr. Rymsha decides that he is going to play psychoanalyst without a degree. It has always seemed to me that if one wished to criticize another's arugment, personalities are best kept out of it. The ad hominem argument loses points, not making any. Now I realize that the first sentence of this paragraph could possibly be considered an ad hominem style. But remember that I'm not attacking Mr. Rymsha's argument so much as I am attacking his writing style.

With that, I therefore leave Messrs. Early and Rymsha to return to their warfare of words, only hoping that truth, not men, ends up victorious.

Ronald R. Duquette, '74

REVIEW
Polarization and Political Crisis

"Letter to the Alumni" by John Hershey, Alfred A. Knopf Co., 145 pages, $4.95

by Bill Wellington

Polarization is a political force which deliberately encloses the ideas of one group of people from the ideas of another. Polarization thrives on cliches and rhetoric; it does not allow for subtleties concerning basic issues, and its passion ironically dehumanizes all who embrace it. Polarization is the cause and effect of many volatile situations; it is dangerous politics as much for its facile breeding as for its inherent evil

Huey Newton recently stated to an audience in Boston that killing should only be used as a last resort in situations where someone has lost his humanity, and is consequently denying the humanity of others. The audience was greatly disturbed by this statement. One woman got up and told Huey to stop using big words and tell the people what they wanted to hear. To stay in power in a polarized situation, you must tell your people what they want to hear, the truth is irrelevent, and stagnation of ideas is healthy.

Richard Nixon, throughout his stay in the White House, has repeatedly used statements designed to polarize a frightened people. By calling dissenters "bums", and saying that they represent the worst in America, he knowingly strengthens his share, decidedly a majority, of a divided people, his eyes fixed on 1972, and political greed giving him tunnel vision.

John Hersey holds no political power that is vested or assumed. He is a novelist who was master of Pierson college of Yale university for five years up until June of 1970. He has recently published a letter to the alumni of Pierson college in answer to the reaction of all Yale alumni to the Mayday Crisis of 1970. His task was difficult in that he was concerned with an extremely volatile situation, and his achievement is remarkable in that he was able to transcend the rhetoric to get to the subtelties, the really human aspects of a model situation of polarization. More importantly, Hersey has made some very pragmatic statements concerning the future of America, considering the mire that is the present. This is quite rare, these days, especially when you realize that, for all the ranting of the New Left, not many people are inclined make statements beyond what should be done right now.

The first chapter of his letter which is really a book (or a book which is really a letter, if you prefer) is titled "On Bullshit". Immediately you realize that Hersey just isn't going to mess around, he knows that the heart of the problem is communication insufficiencies, and he wants to speak straight to this problem. After he establishes his desire to deal with the issues behind the rhetoric of both sides, he goes on to explain the events leading up to Mayday. He begins with the tension between the university and its environment. Yale is situated near several ghettos that are bursting with hatred. The black man sees the college student as someone who is more concerned with financial ties with Dad than he is with the fact that two blocks away people are getting shot just trying to live. But in situations where you can't see what's happening because it does not concern you, people just aren't going to move. Kingman Brewster, by establishing Yale as a center for a call for justice concerning the Rackly case, made people move; he made it their concern, as the importance of people instead of peer groups was made the main issue.

Hersey upholds Brewster's actions, calling him the best Univeristy president in America today. He goes on to make some remarks as to the future of America. What is apparent is that if the future is going to be good, men must learn to face issues rather than face off against each other. We must steer a course somewhere between the "Woodstock nation" with its Brave New World possibilities and "Law and Order" with its 1984 possibilities. This is going to be pretty hard to do.

Continued on page /

Sorbonne Summer Session

for American Students
Extension universitaire de l'Universitaire de Paris

COURSES OFFERED

Professorial Staff from l'Université de Paris: M. Georges MATORÉ, M. Antoine ADAM, M. Maurice DUVERGER, Mme Cécile GOLDSCHEIDER, M. Jacques Van den HEUVEL

I. Lower Division Courses

102 **Elementary French** - emphasis on grammar, phonetics and conversation. (prerequisite: 2 years high school French or 1 semester college French.) — 60 hours

201 **Intermediate French** - grammar review with emphasis on conversation. (prerequisite: 1 year college French.) — 60 hours

202 **Intermediate French** - composition and syntax study. (prerequisite: 201 or equivalent.) — 30 hours

212 **Intermediate Phonetics** - emphasis on pronunciation, reading and speaking. (prerequisite: 102 or equivalent.) — 30 hours

II. Upper Division Courses

331 **French Civilization** - political, social and intellectual development up to the French Revolution, with emphasis on literature and art. (prerequisite: 202 or equivalent.) — 30 hours

332 **French Civilization** - political, social and intellectual development from the French Revolution to the present, with special attention given to literature and art. (to be offered summer 1971.) — 30 hours

412 **Advanced Phonetics** - intensive practice in pronunciation, reading and speaking, to achieve a true command of the spoken language. (prerequisite: 202 or equivalent.) — 30 hours

421 **Survey of French Literature** - advanced study of French literature from the Middle Ages to the French Revolution. (prerequisite: 202 or equivalent.) — 30 hours

422 **Survey of French Literature** - advanced study of French literature from the French Revolution to the present. (to be offered summer 1971.) — 30 hours

433 **Principles and Methods of "Explication de Textes"** - advanced study of techniques and elements of literary expression in poetry, drama, and prose. — 30 hours

III. Graduate Courses (open to last semester seniors)

515 **17th Century Literature** - study of Baroque and Classical trends of 17th century. — 30 hours

525 **18th Century Literature** - study of the whirlpool of new ideas during the first half of the 18th century. — 30 hours

535 **19th Century Literature** - study of French Idealism from Lamartine to Hugo. — 30 hours

555 **French Drama** - indepth study of 2 or 3 contemporary plays including ALL aspects of its presentation and literary merit (décor, mise-en-scène, audience participation, etc.). — 30 hours

565 **French Art** - study of the evolution and revolution in art from the Middle Ages to the 17th century. — 30 hours

566 **French Art** - study of the movements and schools of art from the 17th century to the present. (to be offered summer 1971.) — 30 hours

585 **French Stylistics and Creative Writing** - study of structural and semantic elements and their application in literary expression. — 30 hours

IV. Graduate Seminars

605 **Baudelaire** - les origines de la poésie contemporaine. — 30 hours

615 **Flaubert devant la Critique** - ses contemporains, la critique traditionnelle, la nouvelle critique. — 30 hours

655 **La Notion d'Engagement** - de 1918 à 1938, de 1939 à 1958, de 1958 à 1970. — 30 hours

NOTE: Special "Conférences" will be given, if the demand for them is sufficient. (Gallo-Roman Art, The Recent Discoveries in Archaeology, The New Wave in French Cinema, French Politics since De Gaulle; France and the Common Market, The French Press, Education since May' 68, France and the Problems of Big Business, etc.). Therefore, students are asked to indicate their choice on the application form. — 10 hours

KEY TO COURSE NUMERATION

Undergraduate Courses: The first number represents the academic year (100 = Freshman, 200 Sophomore, etc.).
The second number indicates the general subject-area treated (0 = Grammar & Composition, 1 Phonetics, 2 & 3 Literature, Civilization, and related subjects).
The third number represents the semester level.

Graduate Courses: The 500 and 600 serie courses represent graduate level. The last two numbers designate the course title.

CREDIT

REGULAR ATTENDANCE is a requisite for obtaining credit.

Although the purpose of this summer session is to fulfill the requirements of American college and university credits, it also conforms to French university regulations. Each 30 hours course is usually equal to 2 American credits. If students successfully complete the average summer session load of 90 hours, they normally receive 6 American college credits. However, students are advised to consult with their professors, their Department Chairman, their own school's Registrar's Office, BEFORE MAKING FINAL ARRANGEMENTS, to ascertain the EXACT number of credits their school grants for the Sorbonne Summer Session.

SORBONNE SUMMER SESSION
for American Students

A special Summer Session is offered by the "Cours de Civilisation Française" at the Sorbonne for those students who wish to improve their knowledge of French language, literature, and civilization. This program is particularly designed with American academic needs in mind, as it can meet the standard semester requirements of most universities and colleges.

Thus American students can derive the double benefit of foreign travel and college credits.

Similar to American summer sessions, the Sorbonne Summer Session lasts six weeks, June 29 to August 7.

A round trip flight from New York to Paris by Air France will be scheduled to leave New York June 28 and return from Paris August 8. Students on this program will enjoy the privacy of a luxurious apartment plus two meals a day. All university fees, a round trip ticket, apartment and meals will cost only $1638.

RESERVATIONS MUST BE RECEIVED BEFORE JAN. 20, 1971.

For Pre-Enrollment and Reservations, please air mail special delivery the following items to Dir. M. Wood McIntosh/ASTRA, Summer Session for American Students, Cours de Civilisation Française, Sorbonne, 47, rue des Ecoles, Paris 5e, France:

1. this application form.
2. a 65 dollar deposit (by International postal money order).
3. a transcript or transcripts of college or university work.
4. a small recent photograph.

APPLICATION FORM

Please type or print all information.

Last name (Mr., Mrs., Miss) .....

First name ..... Date of birth .....

Permanent address .....

Academic standing as of Sept 1970: Freshman, Sophomore, Junior, Senior, Graduate

University or college last attented .....

University or college address .....

If different than the above, address of university or college to which Sorbonne transcript should be sent .....

.....

Date and type of diplomas earned (or to be earned) as of June 30, 1970.....

.....

Major ..... Minor .....

Teaching experience (indicate level, subjects taught, number of years):

.....

.....

.....

Name and address of persons to be contacted in case of emergency: .....

.....

Courses selected: (please check)

102 ☐	301 ☐	515 ☐	605 ☐
201 ☐	302 ☐	525 ☐	615 ☐
202 ☐	331 ☐	535 ☐	655 ☐
212 ☐	412 ☐	555 ☐	
	421 ☐	565 ☐	
	433 ☐	585 ☐	

Choice (or choices) of special "Conférences" .....

Will you be taking the final examinations for credit? .....

Winning Streak to Three Games, Middlebury Defeats Bowdoin

The Middlebury College basketball team came from behind in the final minutes of the game Saturday to achieve their third straight win of the season as they defeated Bowdoin 64-58.

The Panthers were trailing by three points as they went into the final ten minutes of the game, but the shooting of Senior tri-captain John Flanagan and sophomore Rick Hayes brought the team another victory for its young three-game winning streak.

Hayes was the game's high-scorer with 22 points. Twelve of these points were scored in the last ten minutes of the game. Flanagan was right behind with some fine foul shooting, scoring eight points in that frantic final stretch and a game total of ten points. The pair of guards not only shot well, but also stifled Bowdoin's final effort to win with good all-around playing.

Tri-captain James Keyes also played very well, especially in the first half. His shooting was initially excellent, as he scored the first ten points for the Panthers, and finished the first period with 16 points. His game total was 18 points, the second highest in the game. Keyes also rebounded very well, and with Russ Chapel, the 6'6" freshman player, provided a definite edge over the Polar Bears in rebounds, helping to throttle Bowdoin's efforts to maintain ball control. The Polar Bears were also held back by their own inconsistent shooting. They ended the game with only 22 out of 71 from the floor.

This victory brings the Panthers' record up to 4-5. They have yet to lose a game at home.

The basketball team played several games over the Holidays. The results were as follows: Midd 76, St. Michaels 79; Midd 74, Sacred Heart 100; Midd 92, Hamilton 66.

Draft counseling sessions every Wednesday night at 7:00 or call 388-4863 anytime. The latest edition of CCCO's "Handbook for Conscientious Objectors" is now available.

Hot-shooting St. Lawrence Blitzes Panther Ice-men

The Panther hockey team suffered its worst defeat in eight years as they were wiped out 12-1 by St. Lawrence University Saturday night in Canton, N.Y.

The game seemed hopeless from the outset. The Larries started out the game scoring, and did not relent until the contest was almost over. After junior goalie Sals Adams had let in five goals in the first period, Coach Wendy Forbes replaced him with sophomore Bill Burke, but this substitution did little to stem the St. Lawrence onslaught. The Larries scored seven more goals in the remainder of the game, even though the two Panther goalies, Adams and Burke, had thirty saves between them.

The St. Lawrence team had entered the game with a 3-7 record & unspectacular goaltending, but they apparently found revenge a sufficient motive to win. Last year, Midd upset the Larries 8-5. This year, apparently, they got their vengeance. Larry goalie Allen Howes allowed only one goal, and twelve different St. Lawrence players were involved in the scoring, led by Mike Flanigan and Bob Wanamaker with two goals each.

Adding injury to indignity, junior Roger Knowles suffered a shoulder separation and may very well be out for the rest of the season.

Middlebury's lone goal came in the second period with 7:36 gone from the clock. It was scored by senior wing Grove Nichols. He was assisted by Rick Kelley and John Boothroyd.

The game drops Midd's record to 5-5 overall and 2-3 in Division II. A game this Saturday against Division 1 tournament contender New Hampshire may not improve the record. New Hampshire is a very tough team for anyone to handle, and the Panthers have a shattering blow to morale to overcome after last week's great drubbing.

Continued from page 5

The stain of repression is pretty nearly impossible to avoid in polarized situations, so polarization must eventually be quelled. Hersey is not overly optimistic, and he is not overly pessimistic, but he does realize that the situation is urgent. Buy the book and take some time in reading it. No matter which side you are on, it could clear the air for you.

Let the Children Die

To the Editor:

With the obvious affluence of many Middlebury students it is surprising that some humanitarian programs are not being undertaken. For example, I recently asked Dean of Students Mrs. Woanscott if the College Council or any similar group had ever adopted a child which might be starving to death through no fault of its own.

The shocking answer was that since the demise of the sororities some time ago, none of the many organizations on campus had done so. There are many ways in which a little child from another country, or from our own, needing support, can be "adopted" by someone paying for the support of the child.

If every Middlebury student were to contribute one dollar, and could deprive himself of two packs of cigarettes or some other enjoyment, the number of children saved could be astronomical. I will take on the responsibility for the fund myself, if enough interest is shown. Please address all encouraging letters to Box 1056. No money yet: but if enough support is shown perhaps a few fewer people can starve to death each night in the near future.

Richard Rogers

Continued on page 8

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LETTERS. . .

Continued from page 8

To the Editor:

At present, a student who audits a course gets no credit for it. I would like to propose that recognition of auditing be instituted.

Under this new system, a student who wished to audit a course would ask the teacher to be included in the class list as an "auditor." Since he would not be liable for the tests of the course, meeting the attendance requirements--perhaps accompanied by a brief outline of what he had learned in the course--would get the student an "auditing credit." Failure to meet these requirements would carry no penalty other than that the "auditing credit" would not be granted.

A student could get as many "auditing credits" as he desired. These would be ungraded certifications that the student has audited the course. They would be included in the record of the student.

Granting recognition for auditing would give students material incentive to audit courses, thereby supplementing their official academic record. This seems preferable to paying $300 for each extra course, as the College catalogue indicates. Teachers would be spreading their knowledge over a wider field, while devoting most of their energies to those students in the course for marks. Graduate schools and prospective employers would see the superior motivation of the student who takes benefit of this program. There would be no compulsion on others to audit, as it would remain purely a matter of free choice to do so. Basically, this new system would benefit the serious student, while in no wat detracting from the less enthusiastic one.

Richard Rogers

Trustees

Continued from page 1

annual meeting of the Board in May 1971 and will bring to eight, four men and four women, the total number of Alumni Trustees provided for under the By-Laws'

The changes derive from recommendations made by a Special Committee on the Role of the Trustee appointed by the Chairman and by a special faculty, student, and administration Committee on College Governance which submitted its report in May of 1970 to the President.

ROTC

The ROTC is hanging on at Middlebury, if rather tenuously. In September, only three freshmen men were enrolled in the ROTC program at Middlebury. Currently, there are fifteen. This figure represents a 100 percent increase over the freshman enrollments of the previous two years. Because it is possible for a cadet to drop out at any time before he signs his contract in the junior year, it is not yet indicative of any trend.

The faculty committee which will determine the fate of ROTC at Middlebury had its first meeting Tuesday. Since the army no longer requires its ROTC units to meet a quota of graduates each year, it is entirely the option of the college whether or not to maintain the program. If the college does eventually request the army to leave, cadets who have already entered into contracts would first be allowed to complete their programs.

Any new interest in ROTC is probably attributable to the new lottery draft system. Several freshman cadets interviewed see the program as insurance, if they are drafted, that would allow them to serve with officer status. If their lottery numbers indicate they will not be drafted, they plan to drop ROTC.

ROTC academic requirements are minimal. In the one hour of class each week, Major John Dailey says he discusses "the relationship between the role of the civilian and the military in American society," along with the organization of the United States defense establishment. In addition, each cadet must attend one summer camp sometime during the four years he is enrolled in ROTC.

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